(2) that a Higher Grade Elementary School should also be established in each of the *pakuthies* of Kondoor, Meenachil and Bharananganam, besides starting the Higher Grade Elementary School at Ramapuram, already ordered by the Dewan in his circuit, and another school at Mutholy, a place approved of by the educational authorities;

(3) that a Higher Grade Elementary School be established at Pala;

(4) that eight more Lower Grade Elementary Schools for Boys should be sanctioned for the taluk or building grants allowed for the buildings put up by the public ; and

(5) that eight Lower Grade Elementary Schools for Girls be also established in the taluk.

Dewan's reply.—Noted.

131. The need for more educational facilities in the Muvattupuzha taluk.

Mr. Thariyathu Kunji Thomman (Member, Muvattupuzha taluk) thanked the Government for their generous policy pursued in all administrative matters generally, and in education in particular. But he regretted that the very backward condition of the northern-most taluks—especially the interior taluks of Kunnathnad, Muvattupuzha and Thodupuzha—in point of education, did not yet attract the attention of the Government. The seeds of education in the above taluks had not been sown at a time when it was done in South and Central Travancore. He then quoted the Census Report and showed that the taluks mentioned were by far the most backward in point of education, and he, therefore, claimed for them special treatment. There was now only one L. G. S. School at Muvattupuzha. As the bulk of the population was on the northern half of the taluk, he asked for the opening of another L. G. S. School at Kothamangalam Bazaar. The insufficiency of pupils at the beginning should be no bar, as the taluk was essentially backward and a school might not therefore thrive at the very start. He also requested that a large number of Elementary schools should be established in the three taluks and he suggested one H. G. E. School for every 30,000 of population and one L. G. E. School for every one hundred houses.

Dewan's reply.—Noted.

132. The need for a Higher Grade Secondary School at Alwaya.

Mr. Kumaran Raman Karthavu (Member, Alangad taluk) said that much inconvenience was experienced for want of a Higher Grade Secondary School at Alwaye. There were two Lower Grade Secondary Schools in Alwaye, and it was necessary to establish a Higher Grade Secondary School for the convenience of the students who passed out from the two schools. If the Government could not see their way to immediately establish a Departmental Higher Grade Secondary School, he requested that St. Mary's Higher Grade Secondary School at Alwaye might be given recognition. The school authorities had provided the school with all the necessary equipment under the Code. It would then be possible to shift the Lower Grade Secondary School at Alwaye to Edapalli.

Dewan's reply.—Noted.

133. The need for suitable building for the Higher Grade Elementary School for Boys at Parur.

Mr. A. Govinda Menon, B. A. (Member, T. I. C., Parur) said that the building in which the Higher Grade Elementary School for Boys at Parur was now held was in a dilapidated condition.

Dewan.—A new site is being acquired for putting up a *pucka* building.

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The Member requested that the construction of the building should be expedited. Something had to be done to the existing building before the rains, as it was in such a dangerous condition.

Dewan's reply.—Noted.

THE VERNACULAR EDUCATION COMMITTEE'S REPORT.

Dewan.—Gentlemen, I now propose to take the opinions of some of the Members, on the Vernacular Education Committee's Report. The names of the Members will be called out in order by the Chief Secretary to Government.

Mr. K. Raman Tampi (Member, Vilavancode taluk) dealt with the "Summary of recommendations" (para 136 of the Report) in the order of clauses.

(1) *Clause* v.—The limit of 50 schools for inspection by each Inspecting officer was unworkable. There were till now the Education Boards. It might be said that the Boards were not doing much useful work. But, in his view, the fault was in the organisation itself. Sufficient care was not bestowed in selecting the really useful men in each place to serve as Members. The Members selected were either Vakils, who had no time, or the rich men of the place, who had little or no knowledge. The Members were not given any honorarium. They were not also treated with respect by the teachers. The system was full of possibilities of good, which could never be done by the Inspectors.

(2) *Clause* vi.—It was not enough if the Inspecting officers possessed a thorough knowledge of the Vernacular. But, between them and the Director, there should be a separate officer to supervise Vernacular education. He should invariably be a native.

(3) *Clause* xiii.—The proposal to attach the higher Vernacular classes (VIII to X) to the Higher Grade Secondary Schools would not be conducive to the improvement of the Vernacular language. It should not therefore be adopted.

(4) *Clause* xxii.—Three chances for the Higher Examination would not be enough for the present. At least 4 or 5 chances should be given.

(5) *Clause* xxv.—There was no justification for the present policy of the Government in confining the selection of Members of the Text-book Committee to the Education Department. The men most proficient in the Vernacular should be selected, in whatever department they might be. It should be the rule that the author of a book, if he be a Member, should not be present, or at least should not vote, when his publication was being considered in the Committee. When any book was approved, the Committee should at once fix and notify the price at which it should be sold. The authors were now fixing any price they liked.

(6) *Clause* xxviii.—There should be two Dictionaries, *viz.*, one Sanskrit-Malayalam and the other English-Malayalam.

(7) *Clause* xxix.—In addition to publishing unpublished Malayalam manuscripts, the Curator should also edit and publish the standard Malayalam works, such as the Ramayana, Bharatam, Attakathas, &c., which were the real wealth of the language. The present editions were full of mistakes.

(8) *Clause* xxx.—The Trivandrum Public Library should be improved in such a way as to attract to it men who were proficient in Malayalam. That could be done only by replenishing the Library with a large stock of good books in Malayalam literature.

(9) *Clause* xxxi.—In addition to lectures in villages, the Courts should be required to give translations of judgments to applicants.

(10) *Clause* xxxii.—Officers coming from outside, who possessed no knowledge of the Vernacular of the country, should be required to pass an examination prior to their entertainment in the service. The correspondence in the Vernacular schools should be obligatorily in the Malayalam language.

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Mr. Thrivikramar Vasudevar (Member, Nominated) said that he fully agreed with Mr. Raman Tampi. He emphasised the necessity for insisting on correspondence in the Vernacular schools being carried on in Malayalam. It was also necessary to prescribe certain forms of correspondence in the Vernacular language as between public servants on the one hand, and between them and private people on the other.

Mr. T. K. Velu Pillai, B. A., B. L. (Member, Trivandrum taluk) said that he would deal with para 136 of the Report in the order of clauses.

(1) *Clause* i.—He objected to the expression "*Secondary* education" and said that the distinction should be between 'Elementary' and 'Higher' education.

(2) *Clause* iv.—It was regrettable that the system of awarding class marks was introduced without laying down any principles for guidance. He requested that the principles should be laid down without delay.

(3) *Clause* v.—On financial grounds, he feared that it would not be possible to stick to the limit of 50 schools for inspection by each Inspecting officer.

(4) *Clause* vi.—He emphasised the Committee's recommendation most strongly. With the exception of the head of the Education Department, who might be a European, all other Inspecting officers, who had to deal with the Vernacular schools, should invariably be Malayalam-knowing men, preferably natives of the country.

(5) *Clause* ix *and para 96.*—Under I (*c*) in para 96, he would substitute "Elementary science" for "Nature study." Nature study should, in his view, stop with the lower classes, and elementary science substituted in Classes VIII to X.

Groups C and D under "optional subjects", dealing with departmental rules and codes and also book-keeping, typewriting &c., should not form part of the curricula. It would appear, by their inclusion, that the schools were the training ground for the public service alone. The object of education ought to be much nobler than that. It would be impossible to teach the subjects in the Elementary schools and proper teachers would also not be forthcoming. Special examinations, like the Special Tests of the Madras Presidency, might be organised and the men passing out of the Vernacular schools left to go up for such special examinations and pass them.

Further, the optional subjects under Group II had not been happily grouped. The subjects should be divided under main heads such as agriculture, physiology and pure science, and the allied subjects brought under each such head. The idea ought to be to ensure a minimum knowledge in each boy, whatever branch he might choose. The proposal would have the additional advantage of making the choice of subjects easier for the boys.

(6) *Clause* x.—"Fifth Form" should be substituted for "Fourth Form." The latter standard was rather low for the boy, who had been seven years in the Vernacular school. He would be able to grasp more and it would be to his advantage to reach the Fifth Form standard in the tenth class.

(7) *Clause* xi. — Raw Secondary School Leaving Certificate-holders would find it difficult to teach Classes 5 to 7. The best among the passed men should be chosen and trained in English before they were appointed as teachers.

(8) *Clause* xii.—The word "trained" might be omitted. Untrained graduates should be sufficient to handle Classes 8 to 10, and they might be left to get trained conveniently.

(9) *Clause* xiii.—It would be very inexpedient and suicidal to attach Malayalam classes to the English schools. The Inspector of Secondary Schools would not be able to supervise Vernacular education.

(10) *Clause* xiv.—The monthly fee for Classes 8 to 10 should be reduced to one rupee.

(11) *Clause* xv.—The examination should have a new name, because there might be difficulty in distinguishing between the old and new Vernacular

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Higher passed men. The latter might be called by some such name as the "Vernacular Senior Examination".

(12) *Clause* xvi .—There should be one examination at the end of each year in Classes 8, 9 and 10. It would be better to have comparative examinations common to all schools. The final examination should, of course, be at the end of the third year.

(13) *Clause* xix .—The examination fee should be reduced to Rs. 10.

(14) *Clause* xxi was ambiguous. It was not clear whether term certificates should be produced by the candidates appearing for the examination. If the certificates had to be produced, that point should be made clear. It was also desirable that all men, who had passed any of the examinations specified in the clause, should be permitted to appear for the proposed examination, in whatever department they might chance to be entertained. It would facilitate promotion being given to the Vernacular men in the service.

(15) *Clause* xxii.—There should be no limit to the number of chances of passing the examination.

(16) *Clause* xxv .—The experience of the Member was that the best men seldom went to the Education Department. At any rate, it was certain that they were scattered in the other departments also. The selection of Members of the Text-book Committee should not therefore be confined to the Education Department. There should be a separate Board for selecting text-books for the Elementary schools. The restriction proposed by the other Members, that a Member of the Committee should vacate his seat the moment he wrote a book, was unnecessary. There would be no need for any such rule if the Members were drawn from all departments. The Member also said, in that connection, that no monopoly of any kind should be given to any foreign Company for publishing books required for the department. He understood that the publication of the Readers had already been given away to some Company for twelve years. His request was that such a monopoly should not be given in future.

Dewan.—No monopoly has been granted to any Company.

(17) *Clause* xxviii .—A Malayalam Dictionary should be published by the State independently. The required funds and men were not wanting.

(18) *Clause* xxix.—The Member said that the publication of Malayalam manuscripts should be obligatorily done. The clause, in its present wording, gave a subordinate position to Malayalam.

(19) *Clause* xxx.—The Government should themselves start Reading Rooms and Libraries.

(20) *Clause* xxxi.—The men lecturing under the auspices of the Public Lecture Committee should be superior men, whose position in life was also good.

(21) In the Vernacular Schools, under Music, Malayalam songs should also be taught.

(22) In conclusion, the Member said that, apart from all the proposals, the greatest good to the language must come from the Government in the way of encouragement in the service to the men passing the Vernacular Higher Examination. If that was not shown, there would be no inducement to pursue the study of the language. Some heads of departments offered peon's places for them. He said that the passed men should go up to the Revenue Tahsildarships.

Mr. M. K. Govinda Pillai, B. A., B. L. (Member, Trivandrum taluk) said that he was in general support of the Report. He said that he differed in two matters, referred to in paras 102 and 109.

(1) *Para 102* was susceptible of ambiguity. He said that all persons who had passed the examinations mentioned should be allowed to sit for the Higher Examination, hough they were not teachers.

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(2) *Para 109* sought to do away with the optional subjects for the Elementary Examination. Even if the boy could not himself make the selection of his optional subject, there would be enough aid forthcoming from his parent or guardian, who might be expected to know the aptitude of the boy.

(3) In regard to the Text-book Committee, he said that he was in agreement with the Note of the President of the Commitee in the matter of the selection of books of author-members. In his opinion, the Member should not be allowed a vote when his book was being considered.

Mr. C. Sankara Menon, B. A., B. L. (Member, Town Improvement Committee, Quilon) said that Sanskrit was the root of the Malayalam language, and without it, the latter could not improve. Many scientific books were also in English. He proposed, therefore, that English and Sanskrit should be included as Optional Subjects in Classes IV to X.

The Member then stated that it was not easy to improve the language all on a sudden. It was the work of a century. He therefore doubted whether all the recommendations of the Committee could be at once sanctioned. As a beginning, the higher classes might be opened in some schools, and, after a trial, they might be extended gradually.

Mr. K. M. Mamman Mappillay (Member, T. I. C., Thiruvalla) said that Classes 8 to 10 should not be attached to the Higher Grade Secondary Schools. The two were opposed to each other. In regard to the Text-book Committee, the popular impression was anything but favourable. The Member also thought that the Malayalam text-books selected were certainly open to objection. It was necessary that proficient men from other departments should also be selected as Members of the Committee. The author-members should not vote when their books were being considered by the Committee. At present, a large number of books, whose authors were either Members or in whom any of the Members was interested, were getting approved. There were also a few book-depots. Any books published by them were at once approved. The Text-book Committee should, therefore, be completely overhauled and remodelled. The next proposal of the Member was that there should be an Inspector of Vernacular Schools, co-ordinate with the Inspector of Secondary Schools, who should be proficient in Malayalam. He should have Assistant Inspectors under him equally proficient in the language.

Mr. S. Padmanabha Panicker (Member, Nominated) said that he was also for having one examination in each of Classes 8 to 10. As the Malayalam language could not shine without the strong aid of Sanskrit, he agreed with Mr. Sankara Menon's proposal that Sanskrit should form part of the curriculam from Class IV. In his view, it was out of the question to tack on the Vernacular classes to the English schools. The teachers selected should be proficient in Malayalam, Sanskrit and English. Proper men should be selected as Munshis.

Mr. A. Govinda Menon, B. A. (Member, T. I. C., Parur) said that, in para 27 (*c*), the decisions of the Committee about the accommodation and the maximum strength of a class were theoretically correct. But, for some time, it would be necessary to relax the rules. In that matter, he agreed with the views recorded by Mr. K. Venkiteswara Iyer and Sreemathi Chinnamma.

(2) *Para 35.*—The Committee's decision was unfortunate. A student, if he once misbehaved, was almost branded as a criminal. Corporal punishment would be better than keeping him out of school.

(3) *Para 50.*—The 85 per cent attendance demanded was too high. It should be reduced to 75 per cent, or special treatment should be given in exceptional cases of absence of boys on account of contagious diseases and the like. He supported the opinion of Mr. K. Venkiteswara Iyer on the point.

(4) *Para 65, Clause* v.—It was needless to have an Inspecting officer for every 50 schools. The maximum of 50 schools was far too small.

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(5) *Para 90.*—He was also for reducing the class fee to one rupee per month. The examination fee should also be reduced to six rupees.

(6) *Para 96.*—The Member agreed with the suggestions of Mr. T. K. Velu Pillai in regard to the grouping of subjects.

(7) *Para 118.*—The department should prescribe the text-books instead of leaving the selection with the specialist teachers. In regard to the Text-book Committee, he agreed with the views of the President of the Committee.

(8) *Para 136, Clause* XXVI.—In the opinion of the Member, there should be no glossary for the scientific terms.

(9) The Member objected to the inclusion of Sanskrit in the curricula, as it would needlessly overload the students.

(10) The provision of six Vernacular schools was insufficient. There should be at least one school for every two taluks.

(11) He agreed with Mr. Venkiteswara Iyer in his recommendation that women teachers should be given a minimum pay of Rs. 15.

The Revd. Kora Mathan Malpan (Member, Muvattupuzha taluk) said that three more classes should be added and the passed men given decent appointments in the service. Without such an encouragement, it would be difficult to improve the language. It was also desirable to add Sanskrit as an Optional Subject from Class IV.

Mr. C. Krishnan Vydian (Member, Nominated) said that the previous speakers had been dealing with some of the defects in the Report. Even if there be some minor defects, he requested that the entire recommendations of the Committee be accepted and acted upon immediately. The class and examination fees proposed were high and required to be reduced. In his opinion, a glossary of scientific terms was necessary.

The Very Revd. Iype Thoma Kathanar (Member, Thiruvalla taluk) said that the attempt at developing the Malayalam language was, if at all, late, and no time should therefore be lost in taking the needful action promptly. But he felt sure that, unless the Government gave adequate encouragement to the Vernacular-passed men and placed them in proper positions in the service, there was no use of the elaborate scheme and there would be no boys in the Vernacular schools. He therefore laid stress on the fact that the improvement of the language largely depended on the extent to which the Government were prepared to go in encouraging the passed men.

Mr. Koshi Thomas (Member, Chengannur taluk) said that he was convinced that the time had arrived when active efforts should be put forth to improve the Malayalam language. In the matter of the selection of text-books, he agreed with what Mr. Mammen Mappillay had said. He added that the printing in many text-books was very bad, and he requested that more attention be paid to it.

VI.—RELIGIOUS AND CHARITABLE INSTITUTIONS.

134. Certain defects in the G. O. regarding the reorganisation of the Devaswom Department.

Mr. Vasudevan Damodaran Namburi (Member, Nominated) said that the Devaswoms under the management of the Sirkar were classified into the "incorporated" and the "unincorporated". All those Devaswoms with their properties—movable and immovable—were taken over by the Sirkar in the beginning of the 19th century. The immovable properties of those Devaswoms had ever since merged with the *Pandaravagai* lands. It was later on considered desirable to separate the two items, but, on deep consideration, Sir T. Madava Rao, Sir A. Seshiah Sastri and the Hon'ble V. Ramaiengar thought it unnecessary and impracticable to do so. Recently, the Government were again attempting the laborious task of separation of the two items. The

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